



**2016-17 Monitoring Guide Checklist**  
**Elementary and Secondary Education Act / No Child Left Behind**

## Elementary and Secondary Education Act / No Child Left Behind Monitoring Guide Checklist Nebraska Department of Education

The Elementary and Secondary Education Act (ESEA) / No Child Left Behind (NCLB) Monitoring Guide provides the requirements of the programs in the ESEA/Consolidated Application and other formula grants funded under this legislation. It is presented as a checklist that can be used by grant recipients to ensure programs are operated in compliance with the law and guidance. The Monitoring Guide will be used for on-site visits and desk-audit monitoring. All ESEA/NCLB programs are also monitored through the application and financial reporting approval processes.

Each LEA, ESU, and sub-recipient receiving funds from any of the ESEA/NCLB formula grants will be monitored at least once every three years with an on-site visit or desk-audit. LEAs and sub-recipients with multiple programs may have their review spread over more than one year.

The proposed schedule for three years is posted on the NDE Federal Programs web page – ESEA/NCLB. At least one month prior to the visit, the district or ESU will be contacted by the NDE reviewer to arrange the details of the monitoring. **After being notified the district or ESU is to complete the appropriate sections of the Monitoring Checklist and submit to the reviewer (at least one week prior to the scheduled visit).** The form is designed to identify areas where technical assistance may be needed as well as options for documentation to support compliance with the requirements. NDE is requiring that some pieces of evidence/documentation be submitted prior to or during the monitoring visit. These items are indicated on the checklist with **grayed boxes**. For some documentation, only specified documentation will be accepted. These are indicated in **bold font** in the **grayed boxes**. All other documentation should be available for review.

Monitoring visits will include a review of documentation and a conversation with appropriate program directors or staff members. Depending on the programs being reviewed, this may also include nonpublic school staff, multi-district project members, parents, and representatives of other agencies. All participants to be involved in the visit will be identified during preliminary planning by the agency and the reviewer.

Following the review, the LEA, ESU, or other sub-recipient will have **30 days** to submit any documentation or evidence that was not available during the review as requested by the reviewer. The LEA will receive a written report within **90 days** if additional evidence was submitted. If a review report includes a finding of non-compliance, a plan for correcting the issue is required within **60 days** of receipt of the report and may involve a follow-up visit.

District/ESU Name: \_\_\_\_\_ County/District #: \_\_\_\_\_

NDE Reviewer(s): \_\_\_\_\_ Date of Visit: \_\_\_\_\_

**Applicable Programs/Grants**

**Please check the box for each program for which the district / ESU receives a grant and has a program.  
(Double clicking on the box will allow you to “check” the box.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Title I, Part A – Improving Academic Achievement of the Disadvantaged (ESEA/NCLB) | <input type="checkbox"/> Title X, Part C – McKinney-Vento Homeless Education Assistance        |
| <input type="checkbox"/> Title I, Part A - Neglected   | <input type="checkbox"/> Title II, Part A – Teacher and Principal Training and Recruiting Fund |
| Title I, Part D, Subpart 1 – State Agency Neglected/Delinquent Programs                                    | <input type="checkbox"/> Title III – Language Acquisition                                      |
| Title I, Part D, Subpart 2 – Local Delinquent Programs   | (Limited English Proficiency and/or Immigrant Education)                                       |

---

Section 1. All ESEA/NCLB Programs.....	1
Section 2. Title I, Part A – Improving the Academic Achievement of the Disadvantaged – ALL Schools .....	8
Section 2a. Title I, Part A - Targeted Assistance Schools (TAS) .....	12
Section 2b. Title I, Part A – Schoolwide Programs (SW) .....	15
Section 2c(i). Title I, Part A- Targeted Assistance and Schoolwide Preschool Programs .....	16
Section 2c(ii). Title I, Part A-Targeted Assistance Preschool Programs (Includes District-wide and Building-level Targeted Assistance Programs) .....	17
Section 2d. Title I, Part A – Nonpublic Schools .....	18
Section 2e. Title I, Part A - Neglected.....	19
Section 2f. Title I, Part D, Subpart 2 - Local Delinquent Programs (County Detention Centers and Staff Secure Centers) .....	20
Section 3. Title I, Part D, Subpart 1 – STATE AGENCY Neglected/Delinquent Programs .....	22
Section 4. Title X, Part C –McKinney-Vento Homeless Education Assistance .....	25
Section 5. Title II, Part A - Teacher and Principal Training and Recruiting Fund .....	26
Section 6. Title III – All Programs .....	28

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

### Section 1. All ESEA/NCLB Programs

#### ---ESEA/NCLB Consolidated Application---

1. A School Improvement Plan provides a guide that directs how Federal funds are used in the school district. Teachers, principals, parents, and other staff examined various types of information, including student achievement data, to determine the goals and objectives of that improvement plan. <i>Application Guidance</i> <i>Natl. Study of School Evaluation Standard 7</i>	✓ <b>Relevant Sections of School Improvement Plan (i.e. AdvancED or Nebraska Frameworks), which includes the following “Needs Assessment” information:</b> ✓ <b>Student Data</b> ✓ <b>Goals and Objectives</b> ✓ <b>Action Plans</b> ✓ <b>Meeting notes</b> ✓ <b>List of School Improvement Committee Members</b>					
2. ESEA/NCLB funds are used to support Scientifically Based Research (SBR) activities (whenever possible) to improve student achievement on academic content standards. <i>Application Guidance</i>	✓ ESEA/NCLB Consolidated Application ✓ School Improvement Plan					
3. An annual review of program effectiveness is used in planning future use of ESEA/NCLB funds. <i>Application Guidance</i>	✓ School Improvement Team Meeting Agenda and Notes ✓ Data Retreat Notes ✓ Title I self-reviews (TAS or SW) ✓ Sign-in sheet of those who did the review					
4. For any District receiving Title I funds (even if consorting), the district shall notify the parents of each student <b>attending any school</b> that the parents may request, and the district will provide to the parents on request, in a timely manner, information regarding the professional qualifications of the student’s teacher(s).  <i>§ 1111(h)(6)(A)</i>	✓ <b>Sample of notification provided to parents</b>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<p>5. Students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.</p> <p><i>(NOTE: This is an assurance included on the ESEA/NCLB Consolidated Application.)</i></p> <p style="text-align: center;"><u>§1112(c)(1)(L)</u></p>	<p>✓ District policies and/or procedures</p>					
<p>6. All personnel paid from one or more than one federal fund must maintain a time certification</p> <p>2 CFR 200.430(i)(1) states "Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:</p> <p>(vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity."</p> <p>NDE recommends that subrecipients continue using the prior time and effort guidance from OMB circular A-87 to ensure adequate support of the distribution of their employee's salary and wages.</p> <p>(a). Monthly verifications required if paid from multiple cost objectives. An employee is considered to work on multiple cost objectives, if they work on:</p> <ul style="list-style-type: none"> <li>✓ More than one federal award;</li> <li>✓ A federal award and a non-federal award;</li> <li>✓ An indirect cost activity and a direct cost activity;</li> <li>✓ Two or more indirect cost activities which are allocated using different allocation bases; or</li> <li>✓ An unallowable activity and a direct or</li> </ul>	<p>✓ <b>A Sampling of Time Certification</b></p> <p>✓ Time and effort logs MUST be completed by <b>anyone</b> paid with federal funds.</p> <p>✓ Staff in Title I schoolwide programs paid with federal funds MUST complete Time and Effort logs.</p> <p><b>NOTE:</b> Information and sample Time &amp; Effort logs are available on the NDE Federal Programs web page.  <a href="http://www.education.ne.gov/federalprograms/TimeandEffortLog.html">http://www.education.ne.gov/federalprograms/TimeandEffortLog.html</a></p>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<p>indirect cost activity. Must be an <b>after-the-fact record</b> that reflects the actual activity of the employee. Must account for the total activity for which the employee is compensated. Must be prepared monthly and signed by employee <b>AND</b> building principal, HR representative or superintendent.</p> <p>(b). If an employee works solely on a single federal award or cost objective, the activity must be supported with semi-annual certification. Certification must be signed by employee <b>AND</b> building principal, HR representative or superintendent.</p> <p>(c). Nebraska's Substitute Reporting System (if staff has a set schedule)</p> <ul style="list-style-type: none"> <li>✓ Indicate the specific activity or cost objective that the employee worked on for each schedule segment.</li> <li>✓ Be certified at least semiannually (every 6 months or at the end of each semester) and signed by employee <b>AND</b> supervisory official having firsthand knowledge of employee's schedule.</li> </ul>						

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<b>--Financial Management--</b>						
1. The district has in place procedures for procurement including contracts purchase/service agreements and purchase orders. Purchase orders and invoices indicate an appropriate record of expenditures.  <i>2 CFR 200.317-326</i>	✓ Procedures for contracting, purchasing services, materials and equipment					
2. All equipment ( <i>inventoried and/or depreciated</i> ) purchased with federal funds, including those used in nonpublic and other facilities are appropriately identified, inventoried, and when no longer useful to the program, properly disposed.  <i>2 CFR 200.313</i>	✓ District/ESU inventory ✓ Procedures for disposal of federally purchased equipment					
3. Records of all federal financial and program information are kept for 3 years after the date the sub-guarantee submits its last expenditure report.  <i>2 CFR 200.333-337</i>	✓ Procedure for record retention (paper and/or electronic documents)					
<b>—ESEA/NCLB Qualified Staff—</b>						
1. <u>All</u> Title I funded instructional paraprofessionals in targeted assistance programs and all instructional paraprofessionals in schoolwide programs must meet ESEA/NCLB paraprofessional qualifications -- Paras in a Title I-A funded Neglected program must meet ESEA/NCLB paraprofessional qualifications  <i>§ 1119(c)(1)</i>	✓ Paraprofessionals meet ESEA/NCLB qualifications					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<b>—Supplement, Not Supplant—</b>						
1. Federal funds are used to supplement, not supplant the amount of funds or services available from non-federal sources. <i>§ 1120A (b)(1)</i>	✓ District policy or procedures for equitable allocation of resources					
2. ESEA/NCLB/Title I-A Neglected funds are not used to provide services otherwise required by law to be made available. <i>§ 1115(b)(3)</i>	✓ Description and/or schedules of services					
<b>—Homeless Children—</b>						
1. The school has developed procedures/ guidelines for <b>identifying and enrolling</b> homeless children and youth. Policy provides a free, appropriate public education and access to the same services offered to other children. <i>§ 722(g)(1)(I)(J)</i>	✓ <b>District Homeless Policy</b>					
2. Homeless children and youth are enrolled in their school of origin or in the school where they are temporarily residing, whichever is in their best interest. The placement complies, to the extent feasible, with the request of the parent or guardian. Transportation to the school of origin is provided, when feasible. <i>§ 722(g)(1)(J)(iii)(I)</i>	✓ District Homeless Policy ✓ Process for determining transportation needs and timeline for implementation ✓ Transportation Log					
3. Lack of school records, immunization and medical records, birth certificate, or other documentation does not delay the enrollment of a homeless child or youth. Guardianship issues, uniform or dress code requirements, and residency requirements are not used as obstacles to delay or deny enrollment. <i>§ 722(g)(1)(H)(i-v)</i>	✓ District Homeless Policy					



## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<p>4. A dispute resolution process is in place and the parent, guardian, or unaccompanied youth is informed of the Right to Appeal disputed decisions made by the school district, to the Commissioner of the Nebraska Department of Education. A party may appeal the decision of the Commissioner by filing a Petition with the State Board of Education (see NDE Rule 19, § 005.03C).</p> <p><input type="checkbox"/> Child or youth will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute</p> <p><input type="checkbox"/> Local education agency liaison will assist unaccompanied homeless youth, parent, or guardian in carrying out the dispute resolution process.</p> <p><input type="checkbox"/> District will provide written response, including explanation, within 30 calendar days of the time the complaint or dispute is brought.</p> <p><input type="checkbox"/> Process contains notice of the Right to Appeal in writing to NDE Commissioner within 30 calendar days as provided in NDE Rule 19.</p> <p><input type="checkbox"/> District has a process containing the district's written response and explanation of their decision regarding the dispute which also includes the Right to Appeal as provided in NDE Rule 19, §005.03.</p> <p style="text-align: right;">§ 722(g)(3)(E)(i-iv)</p>	<p>✓ <b>Written District Homeless Dispute Resolution Process</b></p> <p>✓ <b>ALL elements listed in the left-hand column are REQUIRED to be included in the Homeless Dispute Resolution Process</b></p> <p>✓ <b>District's written response and right to appeal process</b></p> <p>Sample forms are available on the NDE Homeless website:  <a href="http://www.education.ne.gov/federalprograms/Title%20X.html">http://www.education.ne.gov/federalprograms/Title%20X.html</a></p>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<b>--- Nonpublic Schools Served in ESEA/NCLB Programs---</b>						
1. Nonpublic school officials are consulted in planning the program and services prior to submission of the consultation forms and application. (Meaningful consultation is an ongoing process and should involve at least one face to face meeting.)  <div style="text-align: right;">§ 9501</div>	✓ Records of meetings and/or correspondence ✓ <b>Signed Nonpublic Participation form(s)</b>					
2. Services provided to nonpublic staff and students are equitable for each program and the identification and selection of staff and students to receive services uses criteria appropriate to the nonpublic school.  <div style="text-align: right;">§ 1120(b)(2); § 9501</div>	✓ ESEA/NCLB Consolidated Application ✓ Nonpublic or public school needs assessment ✓ List of professional development activities provided to nonpublic staff					
3. The district maintains records of its efforts to resolve any complaints made by nonpublic school representatives.  <div style="text-align: right;">§ 9501 &amp; 9503</div>	✓ Written notification or working notes, as applicable					
4. Staff serving identified nonpublic school students are employees of the public school, and the control of funds, materials, and equipment purchased with ESEA/NCLB funds is with the public agency.  <div style="text-align: right;">§ 1120(d)</div>	✓ Accounting records ✓ Teacher roster ✓ Teacher contract ✓ ESEA/NCLB inventory, financial records					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

### Section 2. Title I, Part A – Improving the Academic Achievement of the Disadvantaged – ALL Schools

#### —Professional Development—

1. Sufficient resources are devoted to eligible schools to carry out professional development activities. In Title I Schoolwide program professional development is continuous and provided for teachers, paraprofessionals, and where appropriate, for other staff and parents. <i>§1114(b)(1)(D); §1119(k)(1)</i>	<ul style="list-style-type: none"> <li>✓ Record of Professional Development Activities</li> <li>✓ List of participants</li> <li>✓ Budget and records</li> </ul>					
---	---	--	--	--	--	--

#### —Parent Involvement/Notification—

<p>The <b>district</b> has a Title I parent involvement policy that meets the ESEA/NCLB requirements; is distributed to parents; and is made available to the community. (Note: the school and district policy may be one and the same if the requirements of both sections are included.)</p> <p>Describe <u>how</u> (*not just a list*) the district will do the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> involve parents in developing the plan;</li> <li><input type="checkbox"/> plan effective parental involvement activities;</li> <li><input type="checkbox"/> build capacity for strong parental involvement;</li> <li><input type="checkbox"/> coordinate and integrate parental involvement strategies with other programs;</li> <li><input type="checkbox"/> conduct an annual evaluation of the content and effectiveness of parental involvement policy;</li> <li><input type="checkbox"/> involve parents in activities.</li> </ul> <p style="text-align: right;"><i>§ 1118(a)(2)</i></p>	<ul style="list-style-type: none"> <li>✓ <b>Written Title I District Parent Involvement Policy</b>, (Board approval of policy is not required)</li> <li>✓ <b>ALL elements listed in the left-hand column are REQUIRED to be included in the DISTRICT Policy</b></li> <li>✓ Annual evaluation of parent involvement,</li> <li>✓ Samples of information provided to parents</li> </ul> <p>Samples of Parent Policies are available on the NDE Title I website:  <a href="http://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html">http://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html</a></p>					
---	---	--	--	--	--	--

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<p>2. The <b>school</b> has a policy that meets the requirements of ESEA/ NCLB; is distributed to parents and is made available to the community. The policy shall carry out the following: (Note: the school and district policy may be one and the same if the requirements of both sections are included.)</p> <p><u>Title I Parent Involvement Policy</u> -Describe <u>how</u> (*not just a list*) the school will do the following:</p> <p><input type="checkbox"/> convene annual meeting(s) at convenient time(s);</p> <p><input type="checkbox"/> involve parents, in the planning, review, and improvement of the school parent involvement policy;</p> <p><input type="checkbox"/> provide parents with timely information regarding curriculum, academic assessments used, and proficiency levels;</p> <p><input type="checkbox"/> provide opportunities for parents to participate, as appropriate, in decisions relating to the education of their children.</p> <p><u>Shared Responsibilities for High Student Academic Achievement</u></p> <p><input type="checkbox"/> jointly develop with parents a school-parent compact that outlines shared responsibility for improved student academic achievement.</p> <p><u>Building Capacity for Involvement</u></p> <p><input type="checkbox"/> provide assistance, opportunities, and/or materials for helping parents to understand topics relating to their students' academic achievement in a format, and when feasible, in a language the parents can understand.</p> <p><u>Accessibility</u></p> <p><input type="checkbox"/> to the extent practicable, districts and schools shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in a format and in a language such parents can understand.</p> <p style="text-align: right;">§ 1118(b-f)</p>	<p>✓ <b>Written Title I School Parent Involvement Policy</b> (Board approval of policy is not required.)</p> <p>✓ <b>ALL elements listed in the left-hand column are REQUIRED to be included in the SCHOOL policy</b></p> <p>✓ Documentation of annual meeting</p> <p>✓ Copy of progress reports to parents</p> <p>Samples of Parent Policies are available on the NDE Title I website: <a href="http://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html">http://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html</a></p>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
3. The school holds an annual Title I parent meeting... <input type="checkbox"/> at a convenient time, to which all parents of participating students shall be invited and encouraged to attend; <input type="checkbox"/> to inform parents of their school's participation in a Title I program; <input type="checkbox"/> to explain the program requirements; and <input type="checkbox"/> to explain the right of the parents to be involved.  § 1118(c)(1)	<input checked="" type="checkbox"/> <b>Meeting agenda</b> <input checked="" type="checkbox"/> <b>Sign-in sheets</b> <input checked="" type="checkbox"/> Minutes of meetings					
4. Parent-School Compacts have been jointly developed with parents and must describe: <input type="checkbox"/> the school's responsibility to provide high-quality curriculum & instruction to enable children to meet state academic achievement standards, <input type="checkbox"/> ways in which parents will be responsible for supporting their children's learning, and <input type="checkbox"/> the importance of communication between schools/teachers and parents on an ongoing basis.  § 1118(d)	<input checked="" type="checkbox"/> <b>Parent-School Compact</b> (may be included in the Student Handbook) <input checked="" type="checkbox"/> <b>ALL elements listed in the left-hand column are REQUIRED to be included in the Compact(s)</b> <input checked="" type="checkbox"/> <b>Evidence of how/when the compact is developed/reviewed, and shared with parents</b> <input checked="" type="checkbox"/> Parent Signatures on Compact are encouraged  Samples of Parent Compacts are available on the NDE Title I website: <a href="http://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html">http://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html</a>					
5. Parent involvement programs, activities, and procedures are planned and implemented with meaningful consultation and input from parents.  § 1118(a)(1)	<input checked="" type="checkbox"/> Minutes of meetings <input checked="" type="checkbox"/> Sign-in sheets <input checked="" type="checkbox"/> List of parent involvement activities					
6. Information is provided to parents in a language and form they can understand.  § 1118(f)	<input checked="" type="checkbox"/> Samples of information provided to parents					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<b>—Standards/Assessment/Accountability—</b>						
1. Students receiving services in Title I are held to the same standards and expectations as all other students and are assessed with the regular population without accommodations.  <div style="text-align: right;">§ 1111(b)(1)(B); § 1111(b)(1)(E); §1111(b)(3)(C)(i)</div>	✓ District procedures for standards and assessment (local district assessment plan) ✓ Assessment procedures					
2. All parents receive individual progress reports of students' performance on state standards.  <div style="text-align: right;">§ 1111(b)(3)(C)(xii)</div>	✓ Sample of progress reports provided to parents ✓ NeSA Parent Reports					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

### Section 2a. Title I, Part A - Targeted Assistance Schools (TAS)

#### —Identification and Selection – Eligible Participants—

1. Services offered are supported by an annual needs assessment. § 1115(a)	<ul style="list-style-type: none"> <li>✓ Needs assessment information</li> <li>✓ Services offered match application</li> <li>✓ NDE State of the Schools Report and/or other assessment data</li> </ul>					
2. Multiple educationally related, objective criteria and uniform procedures are used to identify and select students in greatest need for program participation in Grade 3 and above. § 1115(b)(1)(B)	<ul style="list-style-type: none"> <li>✓ Defined needs assessment process for Grade 3 and above</li> </ul> <p><b>NOTE:</b> NDE recommends a minimum of 3 sources of data when determining program placement.</p>					
3. Multiple developmentally appropriate measures, which may include teacher judgment and parent interviews, are used to identify children in greatest need in Preschool through Grade 2. § 1115(b)(1)(B)	<p>Defined needs assessment process for Grade 2 and below. (Standardized test scores cannot be used in Grade 2 and below.)</p> <p><b>NOTE:</b> NDE recommends a minimum of 3 sources of data when determining program placement.</p>					
4. The process for identifying children as eligible for services doesn't automatically exclude LEP children, migrant children or children with disabilities. § 1115(b)(2)(A)	<ul style="list-style-type: none"> <li>✓ Written procedures identifying students in greatest need</li> <li>✓ List of students served</li> </ul>					
5. Automatically eligible participants are offered services on the same basis as other children selected to receive services (i.e. neglected/delinquent, homeless, former migrant students, and former Head Start students). § 1115(b)(2) ; GEPA § 427	<ul style="list-style-type: none"> <li>✓ Written procedures</li> </ul>					
6. Students receiving Title I assistance receive the same amount of instruction from the regular classroom teacher as non-Title I students. Title I services do not supplant what the district provides to other students. § 1120A(b)(1)	<ul style="list-style-type: none"> <li>✓ Title I and classroom teacher schedules</li> </ul>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
7. Parents are notified of child's eligibility to participate in Title I services. <i>Title I, Part A Policy Guidance</i>	✓ Parent notification					
8. Documentation exists to support the absence of services to any child in greatest need who is not receiving services. <i>GEPA § 427</i>	✓ Waivers signed by parents ✓ Reasons for not serving					
9. Procedures have been developed to enable children to enter and exit the program throughout the school year. <i>§ 1115(c)(2)(B)</i>	✓ Written procedures					
10. Only students residing in eligible attendance areas are being served. <i>§ 1113</i>	✓ Within district transfer documentation, nonpublic school procedures					
<b>—Title I Funded Personnel—</b>						
1. Title I funded personnel are assigned to supervisory duties only if similarly, situated district personnel are also assigned duties. <i>§ 1115(d)(2)</i>	✓ Duty roster or schedules					
2. If Title I teachers are assigned to substitute for classroom teachers; district funds are used to pay for the salary and benefits for that day. <i>§ 1120A(b)(1)</i>	✓ Accounting records					
<b>—Services—</b>						
1. Resources such as staff, materials and equipment funded by Title I, are used only for children participating in the program. <i>§ 1115(a)</i>	✓ Inventory and labels					
2. Title I services are coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs. <i>§ 1115(c)(1)(D)</i>	✓ District practices and procedures					



## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
3. The district annually evaluates the effectiveness of the Title I program for improving student achievement. <i>(This includes nonpublic programs, Targeted Assistance preschool programs, and Title I-A Neglected programs.)</i> § 1115(C)(2)(B)	<ul style="list-style-type: none"> <li>✓ <b>TAS Self-Review Document</b></li> <li>✓ Date of review</li> <li>✓ List of participants</li> <li>✓ Meeting minutes</li> </ul> <p>TAS Self-Review Document available at  <a href="https://www.education.ne.gov/federal/programs/Title%20I%20Part%20A.html">https://www.education.ne.gov/federal/programs/Title%20I%20Part%20A.html</a></p>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

### Section 2b. Title I, Part A – Schoolwide Programs (SW)

1. An annual comprehensive needs assessment of the entire school based on student performance has been conducted.  § 1114(b)(1)(A)	<ul style="list-style-type: none"> <li>✓ Description of process for conducting needs assessment</li> <li>✓ Needs assessment results or school profile</li> </ul>					
2. The program provides for the meaningful involvement of parents and local community in planning and implementation.  § 1114(b)(2)(B)(ii)	<ul style="list-style-type: none"> <li>✓ Evidence of parent and community involvement</li> </ul>					
3. Includes a plan to orient new students and activities to assist students in transitioning between grade levels and buildings are incorporated.  § 1114(b)(1)(G)	<ul style="list-style-type: none"> <li>✓ Evidence of transition activities</li> <li>✓ A description of new student orientation and activities that assist students in transitioning between grade levels and buildings.</li> </ul>					
4. Additional assistance is provided to students who are experiencing difficulty mastering the standards.  § 1114(b)(1)(B)(iii)(I)	<ul style="list-style-type: none"> <li>✓ Building practices and procedures</li> </ul>					
5. Resources from various sources are used to support the schoolwide plan.  § 1114(b)(1)(J)	<ul style="list-style-type: none"> <li>✓ Schoolwide plan</li> <li>✓ Accounting/budget records</li> </ul>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

Section 2c(i). Title I, Part A- Targeted Assistance and Schoolwide Preschool Programs						
1. Preschool teachers must meet Nebraska's Rule 11 requirements. <a href="https://www.education.ne.gov/Legal/webrules/pdf/CLEANRule11_2015.pdf">https://www.education.ne.gov/Legal/webrules/pdf/CLEANRule11_2015.pdf</a>	✓ Teacher certification list					
2. An LEA that uses Title I funds to provide early childhood development services to low-income children below the age of compulsory school attendance must ensure that those services comply at a minimum with the achievement standards established under section 641 (a) of the Head Start Act. The specific Head Start standards applicable to Title I preschool programs are in regulations at 45 CFR 1304.21—Education and Early Childhood at:  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/standards/law">http://eclkc.ohs.acf.hhs.gov/hslc/standards/law</a>  § 1112(c)(1)(G), ESEA	✓ ESEA/NCLB Assurances ✓ Description of activities					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

Section 2c(ii). Title I, Part A-Targeted Assistance Preschool Programs (Includes District-wide and Building-level Targeted Assistance Programs)						
1. Parents of all children within the designated preschool attendance area are notified for screening.  § 1115(b)	✓ Notice/letter to parents					
2. A process is in place to identify eligible children for services. ✓ Use of multiple, educationally related, objective criteria, such as developmentally appropriate measures of child development, teacher judgment, and interviews with parents. The use of family income as one factor in determining eligibility is allowable, <b>but</b> children should not be identified for a Title I preschool program solely on the basis of family income.  § 1115(b), <i>Serving Preschool Children Through Title I, Part A...Non-Regulatory Guidance</i>	✓ <b>Written procedures indicating criteria used to identify eligible children</b>					
3. Co-funded preschools use Title I funds <i>only</i> for appropriate and approved purposes and the amount used reflects the number of Title I students served.  § 1115(b)(1) & (3)	✓ Accounting records and an identifiable audit trail for determining the appropriate percentage of Title I costs					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<b>Section 2d. Title I, Part A – Nonpublic Schools</b>						
1. Only eligible students are provided Title I services. (Students must reside in an eligible public school attendance area.)  § 1120(a)(1)	<ul style="list-style-type: none"> <li>✓ Nonpublic consultation form(s)</li> <li>✓ Procedure for identifying eligible students</li> </ul>					
2. Parents of nonpublic school students are included in Title I parental involvement activities.  § 1119(a)(1); § 1120(a)(1)	<ul style="list-style-type: none"> <li>✓ Explanation of how parents of nonpublic students are notified and included in parent involvement activities</li> <li>✓ Notices of meetings/activities</li> </ul>					
3. Services, materials and equipment are in a secular, neutral and non-ideological location if provided in a nonpublic school building and are inventoried annually by the public school.  § 1120(a)(2)	<ul style="list-style-type: none"> <li>✓ Lease agreement, if appropriate, is on file with NDE</li> <li>✓ Description of where Title I services are being provided</li> <li>✓ Inventory list, if applicable</li> </ul>					
4. Student academic progress is monitored annually and the information is used to improve services.  § 1120(b)(1)(D)	<ul style="list-style-type: none"> <li>✓ Description of how performance information of served nonpublic students is obtained and reviewed</li> </ul>					
5. Teachers providing services in a nonpublic school shall be certificated teachers and employees of the public agency or the public agency may contract with an individual, association, agency, or organization.  § 1119(a)(1) § 1120(d)(2)(A)(i-ii)	<ul style="list-style-type: none"> <li>✓ Documentation indicating that teachers meet ESEA/NCLB Qualified requirements</li> <li>✓ Teachers must be listed on the Title I staff pages of the ESEA/NCLB Consolidated Application</li> </ul>					
6. The district annually evaluates the effectiveness of the Title I program for improving student achievement. ( <i>This includes nonpublic programs, Targeted Assistance preschool programs, and Title I-A Neglected programs.</i> )  § 1115(C)(2)(B)	<ul style="list-style-type: none"> <li>✓ <b>TAS Self-Review Document</b></li> <li>✓ Date of review</li> <li>✓ List of participants</li> <li>✓ Meeting minutes</li> </ul> <p>TAS Self-Review Document available at  <a href="https://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html">https://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html</a> </p>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<b>Section 2e. Title I, Part A - Neglected</b>						
1. All children between the ages of 5-17 who were in residence in an institution for neglected/delinquent for at least one day during a consecutive 30-day period, one day of which was in October were included on the Annual Title I Caseload Count submitted to NDE.  <i>Policy Guidance for Title I, Part D</i>	✓ This information is collected by NDE in a Consolidated Data Collection ✓ Describe method of collecting this data ✓ NDE Form #04-017, "Title I Annual Caseload Count of children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions"					
2. The program for N or D students was designed in consultation with staff from the N or D agency.  <i>§ 1425(1-11)</i>	✓ <b>Documentation of consultation between the LEA and N or D agency (dated notes, emails, etc.)</b>					
3. The school district monitors all aspects of the Title I N or D program.  <i>§ 1421(1-3)</i>	✓ Procedures for monitoring the facilities are discussed					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

### Section 2f. Title I, Part D, Subpart 2 - Local Delinquent Programs (County Detention Centers and Staff Secure Centers)

1. All children between the ages of 5-17 who were in residence in an institution for neglected/delinquent for at least one day during a consecutive 30-day period, one day of which was in October were included on the Annual Title I Caseload Count submitted to NDE.  <i>Policy Guidance for Title I, Part D</i>	<ul style="list-style-type: none"> <li>✓ This information is collected by NDE in a Consolidated Data Collection</li> <li>✓ Describe method used to collect data</li> </ul>					
2. The program for N or D students was designed in consultation with staff from the N or D agency.  § 1425(1-11)	<ul style="list-style-type: none"> <li>✓ <b>Documentation of consultation between the LEA and N or D agency</b></li> </ul>					
3. The school district monitors all aspects of the Title I N or D program.  § 1421(1-3)	<ul style="list-style-type: none"> <li>✓ Evaluation and financial data, monitoring of N or D instructional activities</li> <li>✓ See information in ESEA/NCLB Consolidated Application</li> </ul>					
4. The school district provides activities to facilitate the transition of children and youth from the correctional programs / operate programs in local schools / coordinate with existing services to meet the needs of the students returning to the district, and provide dropout prevention programs as appropriate.  § 1424(1-4)	<ul style="list-style-type: none"> <li>✓ <b>Annual Title I-D Self Program Review Document</b> See sample on NDE webpage: <a href="http://www.education.ne.gov/federalprograms/Forms%20Templates%20Samples.html">http://www.education.ne.gov/federalprograms/Forms%20Templates%20Samples.html</a></li> </ul>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
5. The school district monitors the agreement with the correctional facility to ensure educational programming <ul style="list-style-type: none"> <li><input type="checkbox"/> is coordinated with the student's school of record; especially for students having IEPs;</li> <li><input type="checkbox"/> allows notification from the facility to the district if special services are needed;</li> <li><input type="checkbox"/> provides support programs to transition, return to school, employment, secondary diploma or equivalent</li> <li><input type="checkbox"/> involves parents</li> <li><input type="checkbox"/> coordinates funds with other local, state, and federal funds</li> </ul> <p style="text-align: right;">§ 1425 (1-11)</p>	✓ <b>Title I-D Tool 4 Formal Agreement</b> See sample on NDE webpage: <a href="http://www.education.ne.gov/federalprograms/Forms%20Templates%20Samples.html">http://www.education.ne.gov/federalprograms/Forms%20Templates%20Samples.html</a>					
6. The school district submits disaggregated evaluation data to the SEA, and uses evaluations to <ul style="list-style-type: none"> <li><input type="checkbox"/> plan programming;</li> <li><input type="checkbox"/> improve educational achievement opportunities for students;</li> <li><input type="checkbox"/> ensure programming for students to accrue school credits;</li> <li><input type="checkbox"/> make transitions to other educational programs or employment;</li> <li><input type="checkbox"/> complete secondary school or equivalency;</li> <li><input type="checkbox"/> provide measures of student progress.</li> </ul> <p style="text-align: right;">§ 1431(a)1-5; (b); (c); (d)1-2</p>	✓ <b>Description of the Annual Title I-D Performance Report results</b> ✓ <b>Documentation of consultation with facility representatives</b>					



## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

### Section 3. Title I, Part D, Subpart 1 – STATE AGENCY Neglected/Delinquent Programs

1. Title I funded services supplement and improve the quality of the educational services provided by the State agency.  § 1415(a)(2)(B)(ii)	✓ <b>Teachers' schedules</b>					
2. Financial records are maintained to show expenditures are for authorized activities.  § 1415(a)(2)(C&D)	✓ Accounting records and budgets					
3. An inventory is maintained for all equipment purchased with Title I funds.  § 1415(a)(2)(C)	✓ Equipment inventory					
4. The annual caseload count includes only youth enrolled for the appropriate number of state funded instructional hours <i>in a regular program of instruction, through the age of 20 (20 hours for institutions; 15 hours for adult corrections)</i> .  § 1412(a)(1)(A)(I & ii)	✓ Description of caseload count procedures and records					
5. An annual assessment of student educational needs is conducted.  § 1414(a)(2)(C)(ii)	✓ <b>Annual self-review of program</b> ✓ <b>Pre and Post Tests</b> ✓ <b>Title I, Part D Annual Performance Report completed by the Agency</b>					
6. Between 15% and 30% of the grant is reserved and used for projects to assist in transitioning youth back to school and community. Facility has a designated transition liaison.  § 1418(a); § 1414(c)(11)	✓ Description of transition activities					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
7. The State agency has demonstrated maintenance of effort for educational programs.  § 1414(c)(7)	✓ Description of maintenance of effort procedure and records					
8. Parents of participating children and youth are involved in the educational program as appropriate.  § 1414(c)(14)	✓ Description of parent involvement activities					
9. Title I programs are coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs, if applicable.  § 1414(c)(19)	✓ Describe assurances noted by the State agency					
10. The Title I program conducts a program evaluation at least once every three years as required under subpart 3 of Title I, Part D.  § 1431(a)	✓ Title I-D, Subpart 1, State Agency Performance Report					
11. If the program is an institution-wide program, a comprehensive plan has been completed; all activities are implemented.  § 1416 (1-8)	✓ Copy of comprehensive plan ✓ Documentation of activities					
12. The state agency coordinates programs with <div style="margin-left: 20px;"> <input type="checkbox"/> Vocational and technical education programs  <input type="checkbox"/> Special education programs  <input type="checkbox"/> Other state and federal programs such as EL </div> § 1414(c)(6)	✓ <b>Written process for LEA special education and EL collaboration</b> ✓ <b>Notes from consultation with LEAs</b>					
13. The state agency will provide appropriate professional development to teachers and staff  § 1414(c)(10)	✓ <b>Documentation of professional development for teachers/staff</b>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
14. The state agency will offer opportunities to meet the same challenging State academic content standards and student academic achievement standards. § 1401(a)(1)	✓ <b>Documentation of content standards</b>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

### Section 4. Title X, Part C –McKinney-Vento Homeless Education Assistance

1. Title I, Part A homeless set-aside funds are used for services for homeless children.  § 1113(c)(3)(A)	✓ Description of services provided					
2. Program activities are designed to meet the greatest need as determined by the school and homeless service providers.  § 723(b)(1&2)	✓ Documentation of consultation ✓ Needs assessment data					
3. Coordination of activities with area shelters and other homeless service providers have been established. Coordination shall be designed to (a) ensure that homeless children and youths have access and reasonable proximity to available education and related support services, and (b) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.  § 722(g)(5)(A,B,C)	✓ Meeting minutes, correspondence					

*Refer to Section 1 – Homeless Children – for additional requirements.*

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

### Section 5. Title II, Part A - Teacher and Principal Training and Recruiting Fund

1. The needs assessment used to determine if Title II-A funds would finance professional development activities or the hiring of class-size reduction teachers was part of the LEA's school improvement planning process.  § 2122(b)-(c)	✓ <b>Annual needs assessment documentation (may be part of School Improvement Plan) to support the rationale for funding professional development or class-size reduction</b>					
2. The LEA conducted an evaluation of project activities to determine the impact they had on student academic achievement.  § 2122(b)(1)(B)(2)	✓ Achievement data (Assessment results) ✓ Use of evaluation results in planning activities ✓ Notes from Data Retreat ✓ If funds are being used for Class-Size-Reduction, provide documentation to support the impact on student achievement					
3. Professional development activities were authorized by Title II-A guidelines in that they were designed to improve student achievement in the core academic areas, and provide teachers and administrators with the skills they needed to help students meet State academic standards, etc.  § 2123(a)(3)	✓ Professional Development Plan ✓ Professional development activities funded by Title II-A					
4. Title II-A funds are targeted to schools within the district that have the largest average class sizes or are identified for school improvement under section 1116(b) of the Title I program.  § 2122(b)(3)(A-C)	✓ LEA project planning notes ✓ A list of schools within the district that are identified for Title I Needs Improvement ✓ Needs Improvement plan for each identified school ✓ SOSR data (e.g. Persistently Lowest Achieving Schools {PLAS} data)					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
5. Professional development activities planned for nonpublic school staff in the current application will be completed by the end of project period and satisfy the equitable expenditure guidelines.  <div style="text-align: right;">             § 9501(a)(1-5)              § 9501 (b)(3)(B)           </div>	✓ <b>Documentation of professional development offered/provided</b> ✓ LEA expenditure records ✓ Dated meeting notes and email records ✓ Notes from conversations with private school representatives					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<b>Section 6. Title III – All Programs</b>						
<b>—Financial Management—</b>						
1. The district does NOT use Title III funds to pay for the costs of administration, scoring, or reporting of English language proficient assessments, and materials or equipment related to the administration of language proficient assessments (for identification and/or annual proficiency). NOTE: District Title III funds may be used for nonpublic assessment expenditures.  <div style="text-align: right;">§ 1111(b)(7) and 3113(b)(2)</div>	✓ Budget records ✓ Personnel records ✓ Purchase orders ✓ Evidence that Title III funds are not used to purchase language testing materials for public school students or pay for staff time to administer such assessments					
<b>--Supplement Not Supplant--</b>						
1. The district has demonstrated that services provided with Title III funds are in addition to services that students would otherwise receive from State, local, or other federal funds.  <div style="text-align: right;">§ 3115(g)</div>	✓ Evidence that the district has not reduced State or local funds expended to implement language instruction program based on the amount of Title III funds the district receives. ✓ FTE of staff salaries ✓ Staff job descriptions ✓ List of materials purchased ✓ Copy of District LEP Plan or Lau Plan					
<b>—Schools in Title III Improvement---</b>						
1. The district has a plan that contains goals and objectives to address the factors for the AMAO objectives that were not met.  <div style="text-align: right;">§ 3122(b)(2)</div>	✓ Documentation and discussion regarding the implementation of the improvement plan					
<b>—Nonpublic Schools ---</b>						
Describe how the district provides equitable services to nonpublic schools/students participating under Title III.  <div style="text-align: right;">§ 9501</div>	✓ Nonpublic consultation form ✓ Procedures for initial identification ✓ Professional Development ✓ Materials					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<b>--Title III, Limited English Proficient (LEP)--</b>						
1. Teachers providing services to LEP students in programs supported with Title III funds are fluent in English and in any other language used in the instructional program.  <div style="text-align: right;">§ 3116(c)</div>	✓ District procedures or language assessment					
2. The district provides high quality Language Instruction Education Programs (LIEPs) that are based on research and designed to increase a. English proficiency b. Academic achievement in core subjects  <div style="text-align: right;">§3115 (c)(1)</div> (Examples of LIEPs include: Newcomer/Structured Immersion/Sheltered Instruction, ESL Pull-Out/Push-In, Dual Language/Bilingual)	✓ Description of how the district provides core LEP services to students who are limited English proficient and how the Title III funds supplement the core LEP services ✓ Job descriptions of supplemental staff ✓ Description of supplemental program activities (e.g. summer school, tutoring) ✓ Description of supplemental resources (e.g. technology enhancements, Rosetta Stone, Imagine Learning materials) ✓ Training for additional staff implementing program (e.g. SIOP, LAS LINKs)					
3. Professional development has been designed to improve or enhance the instruction and curriculum for LEP students.  <div style="text-align: right;">§3115 (c)(2)</div>	✓ Listing of professional development workshops offered/attended ✓ Participant information is maintained (listing of staff/others attending and their role in the district, i.e. teachers, administrators, etc)					



## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
4. The district has delineated the authorized activities chosen for meeting the purposes of Title III.  <div style="text-align: right;">§ 3115(d)</div>	<b>Authorized LEP Activities:</b> <ul style="list-style-type: none"> <li>✓ Upgrading program objectives and effective instruction strategies</li> <li>✓ Identifying, acquiring, and upgrading curricula, instruction materials, and educational software</li> <li>✓ Providing tutorials and intensified instruction</li> <li>✓ Coordinating the ELL program with other relevant programs/services</li> <li>✓ Improving English proficiency and academic achievement</li> <li>✓ Providing community participation programs, family literacy services, and parent outreach activities to assist parents in becoming active participants in helping their children improve academically</li> <li>✓ Improve instruction by acquisition/development of educational technology/instructional materials, electronic networks for materials, training and communication</li> </ul>					
5. The district has implemented the Nebraska English Language Proficiency Standards.  <div style="text-align: right;">§3113(b)(3)</div>	<ul style="list-style-type: none"> <li>✓ The district has documentation showing how the LEP curriculum has been aligned to the Nebraska English Language Proficiency Standards</li> </ul>					
6. The district determines the effectiveness of the program.  <div style="text-align: right;">§ 3121(b)(2)</div>	<ul style="list-style-type: none"> <li>✓ Information on any review/evaluation that the district has conducted</li> <li>✓ Rule 15 Program Review</li> </ul>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments

**—Parental Notification / Involvement—**

1. The district has sent Parental Notification letter(s) to comply with Section 3302.	✓ <b>Sample of letters notifying parents that the child has been identified as limited-English proficient, in an understandable language</b> ✓					
---	---	--	--	--	--	--

**—Language Assessment—**

<p>1. The district has assessed LEP students who are new to the district.</p> <p style="text-align: center;"><i>Office for Civil Rights (November 1990)</i></p>	<p>✓ Listing of new students assessed</p> <p>✓ Name of language test administered</p>					
<p>2. The district administered the annual state language proficiency assessment to all students identified as LEP.</p> <p style="text-align: center;"><i>§ 3116(b)(3)(C)</i></p>	<p>✓ Number of students assessed using the ELPA21 test</p>					

—Title III Immigrant Education Programs—

<p>1. The district annually takes a count of the number of immigrant children and the number of children served under this program.</p> <p>§ 3114(d)(1)</p>	<p>✓ Data on number served</p> <p>✓ Documentation to support counts submitted and the students identified as immigrant meet the definition of an immigrant student</p>					
<p>2. The district ensures that the funds are used ONLY for immigrant children and youth.</p> <p>§ 3115(e)(1)</p>	<p>✓ Description of the services provided</p> <p>✓ Budget information</p>					

## Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
<p>3. The district has delineated the authorized activities chosen for meeting the purposes of Title III Immigrant Education.</p> <p style="text-align: right;">§ 3115(e)</p>	<p><b>Authorized Immigrant Activities:</b></p> <ul style="list-style-type: none"> <li>✓ Family literacy, parent outreach, and training activities designed to help parents become active participants in their children's education</li> <li>✓ Support for trained personnel to provide services for immigrant children</li> <li>✓ Tutorials, mentoring, academic, or career counseling</li> <li>✓ Identification and acquisition of curricular materials, educational software, and technologies to be used in the program</li> <li>✓ Basic instructions services (supplies, costs of transportation)</li> <li>✓ Other services, including services designed to introduce students to the educational system and civics education</li> <li>✓ Activities coordinated with community-based organizations, institutions of higher learning, private sector entities with expertise in working with immigrants to assist parents by offering community services</li> </ul>					